

**Iowa Department of Education
Division of Community Colleges and Workforce Preparation
Bureau of Community Colleges and Career and Technical Education
Grimes State Office Building
Des Moines, IA 50319-0146**

**Carl D. Perkins Career and Technical
Education Act of 2006
(P. L. 109-270)**

**FY08 Application Instructions,
Allocation Tables, &
Related Materials**

Due Date: June 1, 2007

5-07-07

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Applications will be reviewed for approval as received. To ensure approval of the application prior to the new fiscal year, July 1, 2007, it is necessary to **submit an ORIGINAL and ONE copy of the completed application by June 1, 2007, to:**

**Attn: Cheryl Killen
Division of Community Colleges and Workforce Preparation
Iowa Department of Education
Grimes State Office Building
Des Moines, IA 50319-0146**

It is the policy of the Iowa Department of Education not to discriminate on the basis of race, color, national origin, gender, disability, religion, creed, age or marital status in its programs or employment practices. If you have questions or grievances related to this policy, please contact the Legal Consultant, Department of Education, Grimes State Office Building, Des Moines, Iowa 50319-0146, 515/281-5295.

State of Iowa
Department of Education
Division of Community Colleges and Workforce Preparation
Grimes State office Building
Des Moines, Iowa 50319-0146

Request for Application

Title: Carl D. Perkins Career and Technical Education Basic Grant

CIP Number: 68.05010000

Administrative Code: Secondary Grant: 02-05-11-91, Postsecondary Grant: 03-05-11-91

Eligible Recipients: K-12 Educational Agencies, Community Colleges, or Consortiums of Eligible Recipients

Grant Amount: See allocation tables

Funding Period: July 1, 2007 through June 30, 2008

Funding Source: Carl D. Perkins Career and Technical Education Act of 2006 (PL 109-270, Sections 131 and 132)

CFDA Code: 84.0488A

I. General Information:

Each local education agency and community college is allocated funds based on a formula prescribed by the Act. Eligible recipients may submit a local plan as an individual applicant or as a member of a consortium. To apply as an individual applicant, secondary school districts must have a minimum allocation of \$15,000, and community colleges must have a minimum allocation of \$50,000. A consortium must consist of two or more secondary school districts that have a combined allocation that exceeds \$15,000, or two or more community colleges that have a combined allocation that exceeds \$50,000.

II. Purpose:

“The purpose of the Carl D. Perkins Career and Technical Education Act of 2006 is to develop more fully the academic and career and technical skills of secondary students and postsecondary students who elect to enroll in career and technical education programs by:

1. building on the efforts of states and localities to develop challenging academic standards and technical standards and to assist students in meeting such standards, including preparation for high skill, high wage, or high demand occupations or current or emerging professions;
2. promoting the development of services and activities that integrate rigorous and challenging academic and career and technical instruction, and that link secondary and postsecondary education for participating career and technical education students;
3. increasing State and local flexibility in providing services and activities designed to develop, implement, and improve career and technical education, including tech prep education; and
4. conducting and disseminating national research, and providing information on best practices that improve career and technical education programs, services and activities;
5. providing technical assistance that-
 - A. promotes leadership, initial preparation, and professional development at the State and local levels; and
 - B. Improves the quality of career and technical education teachers, faculty, administrators, and counselors;
6. supporting partnerships among secondary schools, postsecondary institutions, baccalaureate degree granting institutions, area career and technical education schools, local workforce investment boards, business and industry, and intermediaries; and
7. providing individuals with opportunities throughout their lifetimes to develop, in conjunction with other education and training programs, the knowledge and skills needed to keep the United States competitive. ”

Carl D. Perkins Career and Technical Education Act of 2006, PL 109-270, Title I, Section 2

A summary and the full text of the Carl D. Perkins Career and Technical Education Act of 2006 (PL 109-270) can be viewed on the U.S. Department's website at:

The full text of the Iowa state plan may be viewed on the Department's website at:
<http://www.iowa.gov/educate/content/blogcategory/184/941/>

III. Uses of Funds – Required Activities:

General Authority: Each eligible recipient that receives funds under this shall use such funds to improve career and technical education programs. (b) Funds made available to eligible recipients under this part shall be used to support career and technical education programs that- <i>PL 109-270, Section 135(a)&(b)</i>	
<u>R-1</u> (Required)	strengthen the academic and career and technical skills of students participating in career and technical education programs, by strengthening the academic and career and technical education components of such programs through the integration of academics with career and technical programs through a coherent sequence of courses, such as career and technical education programs of study described in section 122(c)(1)(A), to ensure learning in – (A) the core academic subject (as defined in section 9101 of the Elementary and Secondary Education Act of 1965); and (B) career and technical education subjects;
<u>R-2</u> (Required)	link career and technical education at secondary level and career and technical education at the postsecondary level, including by offering the relevant elements of not less than 1 career and technical program of study described in section 122(c)(1)(A);
<u>R-3</u> (Required)	provide students with strong experience in and understanding of all aspects of an industry, which may include work-base learning experiences.
<u>R-4</u> (Required)	develop, improve, or expand the use of technology in career and technical education, which may include- (A) training of career and technical education teachers, faculty, and administrators to use technology, which may include distance learning; (B) providing career and technical education students with the academic and career and technical skills (including mathematics and science knowledge that provides a strong basis for such skills) that lead to entry into the technology fields; or (C) encouraging schools to collaborate with technology industries to offer voluntary internships and mentoring programs, including programs that improve the mathematics and science knowledge of students
<u>R-5</u> (Required)	provide professional development programs that are consistent with section 122 to secondary and postsecondary teachers, faculty, administrators, and career guidance and academic counselors who are involved in integrated career and technical education programs, including- (A) in-service and pre-service training on- (i) effective integration and use of challenging academic and career and technical education provided jointly with academic teachers to the extent practicable; (ii) effective teaching skills based on research that includes promising practices; (iii) effective practices to improve parental and community involvement; and (iv) effective use of scientifically based research and data to improve instruction; (B) support of education programs for teachers of career and technical education in public schools and other public school personnel who are involved in the direct delivery of educational services to career and technical education students, to ensure that such teachers and personnel stay current with all aspects of an industry; (C) internship programs that provide relevant business experience; and (D) programs designed to train teachers specifically in the effective use and application of technology to improve instruction;

<u>R-6</u> (Required)	develop and implement evaluations of the career and technical education programs carried out with funds under this title, including an assessment of how the needs of special populations are being met;
<u>R-7</u> (Required)	initiate, improve, expand, and modernize quality career and technical education programs, including relevant technology;
<u>R-8</u> (Required)	provide services and activities that are of sufficient size, scope, and quality to be effective; and
<u>R-9</u> (Required)	provide activities to prepare special populations, including single parents and displaced homemakers who are enrolled in career and technical education programs, for high skill, high wage, or high demand occupations that will lead to self-sufficiency.

IV. Uses of Funds - Permissive Activities:

Funds made available to an eligible recipient under this title may be used- <i>PL 109-270, Section 135, (c)</i>	
<u>P-1</u> (Permissive)	to involve parents, businesses, and labor organizations, as appropriate, in the design, implementation, and evaluation of career and technical education programs authorized under this Title, including establishing effective programs and procedures to enable informed and effective participation in such programs;
<u>P-2</u> (Permissive)	to provide career guidance and academic counseling for students participating in career and technical education programs, that- (A) improves graduations rates and provides information on postsecondary and career option, including baccalaureate degree programs, for secondary students, which activities may include the use of graduation and career plans; (B) and provides assistance for postsecondary students, including for adult students who are changing career or updating skills;
<u>P-3</u> (Permissive)	for local education and business (including small business) partnerships, including for – (A) work-related experiences for students, such as internships, cooperative education, school-based enterprises, entrepreneurship, and job shadowing that are related to career and technical education programs; (B) adjunct faculty arrangements for qualified industry professionals; and (C) industry experience for teachers and faculty;
<u>P-4</u> (Permissive)	to provide programs for special populations;
<u>P-5</u> (Permissive)	to assist career and technical student organizations;
<u>P-6</u> (Permissive)	for mentoring and support services;
<u>P-7</u> (Permissive)	for leasing, purchasing, upgrading or adapting equipment, including instructional aids and publications (including support for library resources) designed to strengthen and support academic and technical skill achievement;
<u>P-8</u> (Permissive)	for teacher preparation programs that the integration of academic and career and technical education and that assist individuals who are interested in becoming career and technical education instructors, including individuals with experience in business and industry;
<u>P-9</u> (Permissive)	to develop and expand postsecondary program offerings at times and in formats that are accessible for students, including working students, including through the use of distance education;

<u>P-10</u> (Permissive)	to develop initiatives that facilitate the transition of sub baccalaureate career and technical education students into baccalaureate degree programs, including- (A) articulation agreements between sub-baccalaureate degree granting career and technical education postsecondary educational institutions and baccalaureate degree granting postsecondary educational institutions; (B) postsecondary dual and concurrent enrollment programs, (C) academic and financial aid counseling for sub-baccalaureate career and technical education students that informs the students of the opportunities for pursuing a baccalaureate degree and advises the students on how to meet any transfer requirements; and (D) other initiatives- (i.) to encourage the pursuit of a baccalaureate degree; and to over come barriers to enrolment in and completion of baccalaureate degree programs, including geographic and other barriers affecting rural students and special populations;
<u>P-11</u> (Permissive)	to provide activities to support entrepreneurship education and training;
<u>P-12</u> (Permissive)	for improving or developing new career and technical education courses, including the development of new proposed career and technical programs of study for consideration by the eligible agency and courses that prepare individuals academically and technically for high skill, high wage, or high demand occupations and dual or concurrent enrollment opportunities by which career and technical education students at the secondary level could obtain postsecondary credit to count towards an associate or baccalaureate degree;
<u>P-13</u> (Permissive)	to develop and support small, personalized career-themed learning communities;
<u>P-14</u> (Permissive)	to provide support for family and summer sciences programs;
<u>P-15</u> (Permissive)	To provide career and technical education programs for adults and school dropouts to complete the secondary school education, or upgrade the technical skills, of the adults and school dropouts;
<u>P-16</u> (Permissive)	to provide assistance to students who have participated in services and activities under this Act in continuing their education or finding an appropriate job, such as through referral to the system established under section 121 of Public Law 105-220 (29 U.S.C 2801 ET SEQ.);
<u>P-17</u> (Permissive)	to support training and activities (such as mentoring and outreach) in nontraditional fields;
<u>P-18</u> (Permissive)	to provide support for training for programs in automotive technologies;
<u>P-19</u> (Permissive)	to pool a portion of such funds with a portion of funds available to not less than 1 other eligible recipient for innovative initiatives which may include- (A) improving the initial preparation and professional development of career and technical education teachers, faculty, administrators, and counselors; (B) establishing, enhancing, or supporting systems for – (i) accountability data collection under this Act; or (ii) reporting data under this Act; (C) Implementing career and technical programs of study described in section 122(c)(1)(A); or (D) Implementing technical assessments; and
<u>P-20</u> (Permissive)	to support other career and technical education activities that are consistent with the purpose of this Act.
<u>P-A</u> (Permissive)	Each eligible recipient receiving funds under this part shall not use more that 5 percent of the funds for administrative costs associated with the administration of activities assisted under this section.

V. Accountability Requirements - Performance Indicators:

The following tables report the targeted performance levels for Iowa career and technical education programs as negotiated with the U. S. Department of Education. A more complete discussion of the "Performance Levels and Standards" may be found in the "Iowa State Plan for Implementation of the Carl D. Perkins Vocational and Technical Education Act of 1998" located on the Iowa Department of Education web page at (<http://www.state.ia.us/educate/ccwp/ct/perkins/index.html>).

A. Secondary Indicators:

Core Sub-Indicator	Final Agreed Upon Performance Levels for FY08	
	Measurement Definition	7/1/07 – 6/30/08
1S1 Academic Attainment – Reading/Language Arts	<p>Numerator: Number of CTE concentrators who have met the proficient or advanced level on the Statewide high school reading/language arts assessment administered by the State under Section 1111(b)(3) of the Elementary and Secondary Education Act (ESEA) as amended by the No Child Left Behind Act based on the scores that were included in the State's computation of adequate yearly progress (AYP) and who, in the reporting year, left secondary education.</p> <p>Denominator: Number of CTE concentrators who took the ESEA assessment in reading/language arts whose scores was included in the State's computation of AYP and who, in the reporting year, left secondary education.</p>	74.2 %
1S2 Academic Attainment - Mathematics	<p>Numerator: Number of CTE concentrators who have met the proficient or advanced level on the Statewide high school mathematics assessment administered by the State under Section 1111(b)(3) of the (ESEA) as amended by the No Child Left Behind Act based on the scores that were included in the State's computation of adequate yearly progress (AYP) and who, in the reporting year, left secondary education.</p> <p>Denominator: Number of CTE concentrators who took the ESEA assessment in mathematics whose scores was included in the State's computation of AYP and who, in the reporting year, have left secondary education.</p>	74.2%
2S1 Technical Skill Attainment	<p>Numerator: Number of <u>CTE concentrators</u> who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.</p> <p>Denominator: Number of CTE concentrators who took the assessments during the reporting year.</p>	NA
3S1 Secondary School Completion	<p>Numerator: Number of <u>CTE concentrators</u> who earned a regular secondary school diploma, earned a General Education Development (GED) credential as a State-recognized equivalent to a regular high school diploma (if offered by the State) or other State-recognized equivalent (including recognized alternative standards for individuals with disabilities), or earned a proficiency credential, certificate, or degree, in conjunction with a secondary school diploma (if offered by the State) during the reporting year.</p> <p>Denominator: Number of CTE concentrators who left secondary education during the reporting year.</p>	NA

4S1 Student Graduation Rates	<p>Numerator: Number of CTE concentrators who, in the reporting year, were included as graduated in the State's computation of its graduation rate as described in Section 1111(b)(2)(C)(vi) of the ESEA.</p> <p>Denominator: Number of CTE concentrators who, in the reporting year, were included in the State's computation of its graduation rate as defined in the State's Consolidated Accountability Plan pursuant to Section 1111(b)(2)(C)(vi) of the ESEA.</p>	90.3%
5S1 Secondary Placement	<p>Numerator: Number of <u>CTE concentrators</u> who left secondary education and were placed in postsecondary education or advanced training, in the military service, or employment in the second quarter following the program year in which they left secondary education (i.e., unduplicated placement status for CTE concentrators who graduated by June 30, 2007 would be assessed between October 1, 2007 and December 31, 2007).</p> <p>Denominator: Number of CTE concentrators who left secondary education during the reporting year.</p>	NA
6S1 Nontraditional Participation	<p>Numerator: Number of <u>CTE participants</u> from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.</p> <p>Denominator: Number of CTE participants who participated in a program that leads to employment in nontraditional fields during the reporting year.</p>	NA
6S2 Nontraditional Completion	<p>Numerator: Number of <u>CTE concentrators</u> from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.</p> <p>Denominator: Number of CTE concentrators who completed a program that leads to employment in nontraditional fields during the reporting year.</p>	NA

B. Postsecondary Performance Indicators:

Core Sub-Indicator	Final Agreed Upon Performance Levels for FY08	
	Measurement Definition	7/1/07 – 6/30/08
1P1 Technical Skill Attainment	<p>Numerator: Number of <u>CTE concentrators</u> who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.</p> <p>Denominator: Number of CTE concentrators who took technical skill assessments during the reporting year.</p>	NA
2P1 Credential, Certificate, or Degree	<p>Numerator: Number of <u>CTE concentrators</u> who received an industry-recognized credential, a certificate, or a degree during the reporting year.</p> <p>Denominator: Number of <u>CTE concentrators</u> who left postsecondary education during the reporting year.</p>	NA
3P1 Student Retention or Transfer	<p>Numerator: Number of <u>CTE concentrators</u> who remained enrolled in their original postsecondary institution or transferred to another 2 or 4-year postsecondary institution during the reporting year and who were enrolled in postsecondary education in the fall of the previous reporting year.</p> <p>Denominator: Number of <u>CTE concentrators</u> who were enrolled in postsecondary education in the fall of the previous reporting year and who did not earn an industry-recognized credential, a certificate, or a degree in the previous reporting year.</p>	NA
4P1 Student Placement	<p>Numerator: Number of <u>CTE concentrators</u> who were placed or retained in employment, or placed in military service or apprenticeship programs in the 2nd quarter following the program year in which they left postsecondary education (i.e., unduplicated placement status for CTE concentrators who graduated by June 30, 2007 would be assessed between October 1, 2007 and December 31, 2007).</p> <p>Denominator: Number of <u>CTE concentrators</u> who left postsecondary education during the reporting year.</p>	NA
5P1 Nontraditional Participation	<p>Numerator: Number of <u>CTE participants</u> from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.</p> <p>Denominator: Number of <u>CTE participants</u> who participated in a program that leads to employment in nontraditional fields during the reporting year.</p>	NA
5P2 Nontraditional Completion	<p>Numerator: Number of <u>CTE concentrators</u> from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.</p> <p>Denominator: Number of <u>CTE concentrators</u> who completed a program that leads to employment in nontraditional fields during the reporting year.</p>	NA

VI. Application Process:

Each local education agency and community college is annually allocated funds based on a formula prescribed by the Perkins Act. See the FY08 allocation tables in section IX of this manual for the amount of funds that have been allocated to each K-12 educational agency or community college per the prescribed formulas.

- ◆ Eligible recipients may submit an application as an individual applicant or as a member of a consortium. To apply as an individual applicant, secondary school districts must have a minimum allocation of \$15,000. Community colleges must have a minimum allocation of \$50,000. A consortium must consist of two or more secondary school districts having a combined allocation that exceeds \$15,000; or two or more community colleges that have a combined allocation that exceeds \$50,000.
- ◆ Section 131(f)(2) and section 132(a)(3)/(B) of the Perkins Act states “Funds allocated to a consortium formed to meet the requirements of this subsection shall be used only for purposes and programs that are mutually beneficial to all members of the consortium and can be used only for programs authorized under this Title. Such funds shall not be reallocated to individual members of the consortium for purposes or programs benefiting only one member of the consortium.”
- ◆ Allowable uses of funds information is identified in Section V of this manual.
- ◆ Performance data indicator accountability reporting is required on all students enrolled in all career and technical education programs offered in each school district, consortium, or community college (Table 5)
- ◆ Applications will be reviewed for approval as received. To ensure approval of the application prior to the new fiscal year, July 1, 2007, it is necessary to submit an ORIGINAL and ONE copy of the completed application by June 1, 2007, to:

Attn: Cheryl Killen
Division of Community Colleges and Workforce Preparation
Iowa Department of Education
Grimes State Office Building
Des Moines, IA 50319-0146

VII. Glossary of Terms:

A. High-wage, high-skill, or high-demand occupations

In addressing high-wage, high-skill, or high-demand, multiple factors will be considered as eligible recipients develop programs that lead to high-wage, high-skill or high-demand occupations. The state will work with Iowa Workforce Development (Department of Labor) to provide assistance to the eligible recipients regarding regional determination of high-wage, high-skill, or high-demand. Iowa Workforce Development determines high-demand on a statewide level as an industry with an annual growth rate of 1.2 percent (1.2%). High-wage is determined on a statewide level as being above the mean annual wage for employment. Iowa Workforce Development will provide high-skill information on a regional level.

B. Program of study

The programs of study described in the transition plan and local application is consistent with Iowa Code for secondary and postsecondary schools and the State Department of Education approved CTE program approval requirements and procedure. (Iowa Code 256.11(5)h; 258.3A; 258.4 (Requirements for Vocational Education); 260C.14 and 260C.18A 281-47.2(260C) (Requirements for Career Academies)

- CTE programs of study will consist of coherent and rigorous curriculum that includes academic and technical content that is a coordinated, non-duplicative progression of courses that align secondary education with postsecondary education to adequately prepare students to succeed in postsecondary education leading to an industry-recognized certificate or credential, including the bureau of apprenticeship and training, credit certificate, diploma, Associate of Applied Science (AAS) or Associate of Science (AS) with a career option in a specific career field.
- The CTE programs of study may include concurrent enrollment opportunities for postsecondary credit.
- As part of the local needs assessment process, school districts and community colleges shall evaluate opportunities for concurrent enrollment.

- CTE programs of study must include a sequence of at least three units of CTE coursework offered to the secondary level and linked to postsecondary education leading to an industry-recognized certificate or credential, including the bureau of apprenticeship and training, credit certificate, diploma, Associate of Applied Science (AAS) or Associate of Science (AS) with a career option in a specific career field. (Iowa Code: {256.11(5) h; 258.3A; 258.4 (requirements for Vocational Education); 260C.14 and 260C.18A 281-47.2(260C) (requirements for Career Academies)
- The CTE programs of study at the secondary level, will include competency-based applied learning that contributes to academic knowledge, higher order thinking skills, reasoning and problem-solving skills, work attitudes, general employability skills, leadership, and knowledge of all aspects of the industry including entrepreneurship. (Iowa Code Chapter 12.5(7))
- The director of the Iowa Department of Education will approve the CTE programs of study through the Iowa program approval process.
- The CTE coursework will be offered through comprehensive high schools and meets the Iowa high school graduation requirements.
- Eligible recipients will have an advisory committee with representation of both levels of instruction on the committee and meet all of the requirements of the Iowa program approval process.
- The Programs of Study will be evaluated through an annual review of the Perkins performance requirements for academic and technical attainment, placement and retention data, degree attainment data, and nontraditional career data for secondary and postsecondary programs. Additionally Iowa Code requires a more in-depth review of 20 percent of all CTE programs each year. (Iowa Administrative Rules Chapter 24, 24.5(4))

C. Participant

- i. **Secondary Level:** A secondary student who has earned one half (0.5) or more units in any career and technical education (CTE) program area.
- ii. **Postsecondary/Adult level:** A postsecondary/adult student who has earned one (1) or more credits in any CTE program area.

D. Concentrator

- i. **Secondary Level:** A secondary student who has earned one and a half (1.5) or more units in a single CTE program area (e.g., health care or business services).
- ii. **Postsecondary/Adult level:** A postsecondary/adult student who: (1) completes at least 12 academic or CTE credits within a single program area sequence that is comprised of 12 or more academic and technical credits and terminates in the award of an industry recognized credential, a certificate, or a degree; or (2) completes a short-term CTE program sequence of less than 12 credit units that terminates in an industry- recognized credential, a certificate, or a degree.

E. Special populations

- i. individuals with disabilities
- ii. individuals from economically disadvantaged families, including foster children
- iii. individuals preparing for non-traditional fields
- iv. single parents, including single pregnant women
- v. displaced homemakers
- vi. individuals with limited English proficiency

VIII. Technical Assistance:

For Technical assistance in completing the application for FY08 Perkins funds, contact Roger Foelske via telephone at 515-281-4700 or via email at roger.foelske@iowa.gov or contact the staff member identified as the liaison for your community college region per the directory below:

Region I	Janet Woodruff	515-281-8488	janet.woodruff@iowa.gov
Region II	Colleen Hunt	515-281-0319	colleen.hunt@iowa.gov
Region III	Roger Foelske	515-281-4700	roger.foelske@iowa.gov
Region IV	Roger Foelske	515-281-4700	roger.foelske@iowa.gov

Region V	Roger Foelske	515-281-4700	roger.foelske.@iowa.gov
Region VI	Mary Ann Adams	515-281-4716	maryann.adams.@iowa.gov
Region VII	Dale Gruis	515-281-4712	dale.gruis.@iowa.gov
Region IX	Fidelis Ubadigbo	515-281-3080	fidelis.ubadigbo.@iowa.gov
Region X	Ken Maguire	515-281-4721	ken.maguire@iowa.gov
Region XI	Fidelis Ubadigbo	515-281-3080	fidelis.ubadigbo@iowa.gov
Region XII	Ken Maguire	515-281-4721	ken.maguire@iowa.gov
Region XIII	Janet Woodruff	515-281-8488	janet.woodruff@iowa.gov
Region XIV	Fidelis Ubadigbo	515-281-3080	fidelis.ubadigbo@iowa.gov
Region XV	Catherine Vance	515-281-4722	catherine.vance@iowa.gov
Region XVI	Catherine Vance	515-281-4722	catherine.vance@iowa.gov

Attachments:

Attachment A – FY08 Perkins Basic Application:

Additional copies of the application may be downloaded from the Department's website at:
<http://www.iowa.gov/educate/content/blogcategory/184/941/>

Attachment B – FY08 Perkins Basic Application Approval Rubric:

This is the rubric that will be utilized to evaluate the local applications for approval. Recipients may also utilize the rubric as guidance for completing an application.

Attachment C – FY08 Perkins - Secondary Allocation Tables:

Additional copies of the allocation tables may be downloaded from the Department's website at:
<http://www.iowa.gov/educate/content/blogcategory/184/941/>

Attachment D – FY08 Perkins – Postsecondary Allocation Tables:

Additional copies of the allocation tables may be downloaded from the Department's website at:
<http://www.iowa.gov/educate/content/blogcategory/184/941/>